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ABSTRACT

This paper argues that communication educators must address themselves to the tasks of assuring the career relevance of the education they provide, and communicating that relevance to the potential employer of those they educate. The purpose of this paper is to offer some guidance for communication educators interested in communicating with and establishing employment relationships with business and government hiring agents. Such topics are discussed as why communication educators should establish employment relationships with business and government, who should establish these employment relationships with business and government hiring agents, how to establish employment relationships with business and government hiring agents, determining and describing the career relevance of each department's communication education, identifying the persons with whom employment relationships should be established, and establishing employment relationships with business and government hiring agents. (TS)

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ESTABLISHING EMPLOYMENT RELATIONSHIPS WITH BUSINESS AND GOVERNMENT HIRING AGENTS

by

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and

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COMMUNICATION RESEARCH AND SERVICE

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This essay is not written for all Speech Communication educators. It is not for those who sincerely believe that it is somehow inconsistent with their roles as liberal educators to be concerned with the relationship of what they teach to their students' future careers. Nor is it written for those who fear that the answer to the question "What can I do with a Speech Communication education besides teach?" is nothing. Neither is it for those educators who support the notion of a career relevant communication education in principle, but believe that specific concern with the career goals, objectives, and prospects of their students is somebody else's business.

The reasons why communication educators should--even must--be concerned with the non-academic career relevance of the education they provide have been stated well elsewhere.[1] This paper is written for those who accept that and who assume--as do these authors (1) that the field of Speech Communication will be challenged more and more in the future to demonstrate the career relevance of a communication education, (2) that we can meet that challenge without negating our traditional roles as liberal educators, and (3) that to do so will not enervate but enrich our discipline's scholarly and educational activities.

In order to meet that challenge, we communication educators must address ourselves to the twin tasks of assuring the career relevance of the education we provide and communicating that relevance to the potential employers of those we educate. Suggestions for accomplishing the first task may be found in several recent publications which discuss ways of increasing the non-academic career relevance of a communication education.[2] The purpose of this paper is to provide

some guidance for communication educators interested in communicating with and establishing employment relationships with business and government hiring agents. Specifically, we will discuss why such relationships should be established and who should establish them and we'll suggest a variety of ways in which communication educators can establish mutually beneficial relationships with key representatives of business and government.

Why Communication Educators Should Establish Employment Relationships with Business and Government

Recent Advisory commissions studying higher education have stressed a contemporary need for strengthening the relationships between the academic world and the larger society in which it functions.[3] Determining the most appropriate forms those relationships should take was the central theme of the 1974 annual meeting of the Association of American Colleges.[4] In an article in which he discusses both the limitations and the mutual benefits of such relationships, Clark Kerr also suggests the inevitability of increasing future interdependence of the business and academic world:

> Although the college and the corporation are increasingly separate identities, they are also more dependent on each other. . . . The two worlds are more separate in their identities, yet more dependent on each other in the conduct of their activities; more suspicious of each other, yet more bound to each other for mutual survival . . .[5]

Of course, the notion of establishing employment relationships with business and government is hardly new. Schools of business, public administration, engineering and others of the more obviously non-

academic-career relevant disciplines have been doing so for years. What is relatively new is the idea of the so-called "nonoccupationally related fields" [how we should wince at that characterization] seeking to establish these relationships.

Why should the Speech Communication discipline seek to establish such relationships? The most obvious answer is to help our graduates get jobs. There is some evidence to indicate that Speech Communication departments are beginning to recognize the need to do so. In a recent survey conducted by Ronald Bassett and Robert Jeffrey:

> One-half of the chairpersons responding in the survey indicated their departments are attenting to establish relationships with nonacademic institutions to facilitate placement of Ph.D. graduates. Furthermore, they overwhelmingly consider business, industry and government as the most likely markets for the Ph.D. surplus.[6]

While not denying the value to our departments and the students they serve of establishing relationships which facilitate placing our undergraduate majors in entry level positions in business and government, Roger Hite argues that the entire discipline gains special benefits from seeking out non-academic positions for advanced degree holders which permit them to use their communication expertise in non-academic settings. He writes:

> Why should we encourage and support the migration of our professionals beyond the ivy fringes? Because it will [accelerate] the understanding, recognition, and acceptance of our studies both inside and outside the university. . . . If communication professionals are placed in mid-level and top management positions, there is a greater likelihood that the value and utility of our discipline will be appreciated and sought outside the university. Further, we will raise the likelihood of introducing "communication programs" into business and industry, which in turn will re-

> quire the special preparation we provide our majors. And, finally, the research and application of our theories in business and industry will provide a heretofore missing flow of information between professors and practitioners--a flow that will assure the relevancy of our research and curriculum, and raise our esteem in the eyes of university administrators who look skeptically at "non-occupationally related" majors.[7]

Specifically, there are two interdependent objectives to be accomplished by establishing relationships with business and government: (1) to communicate to the gatekeepers of entry into business and governmental careers the range of skills and competencies that our graduates possess, and (2) to learn from business and government what we as educators need to know in order to strengthen further the career relevance of a communication education.

Our discipline must come to grips with our problem which might be characterized as "everybody wants what we teach, but nobody knows we teach it." In their survey of business and government to determine the marketability of communication competencies, K. Philip Taylor and Raymond W. Bucharan observed that although 75 percent of responding organizations said that they were aware of communication problems within their companies, no one "listed a need for a communication specialist to solve communication problems."[8] Various replies to an inquiry sent by these authors to a number of business and government organizations illustrate further the fact that our discipline has an "image" problem. One corporation began its response:

> I am replying to your inquiry about career relevance of a speech communication education for employment. We are perhaps handicapped by a lack of information concerning just what skills and competencies a communications major might offer an employer.[9]

It is, of course, we (the Speech Communication discipline) who are handicapped by business's "lack of information" concerning what we do. And what "information" hiring agencies do possess may often be labeled "misinformation" and "stereotypic." For example, one government agency replied:

> This is to reply to your inquiry about federal careers in the field of Speech Communication. We are enclosing two announcements for job opportunities in the area. As stated in the announcements, the minimum requirement for Speech Pathologists is a Master's degree which included 18 semester hours in speech pathology; and for Speech Technician, a Bachelor's degree in Speech Communication or a closely related field.[10]

A professional businesswomen's organization wrote:

> Speech communications is a field that does not exactly coincide with our purposes, unless it is used as a prelude to a broadcasting career. Our organization is made up of creative persons, involved in writing, editing and allied fields in the various communications professions. We find that speech involves the theater, speech therapy and other disciplines not in keeping with our purposes, even though they are professional and worthwhile fields.[11]

It seems clear that many organizations in which our graduates could reasonably be expected to seek employment either have no idea what Speech Communication people do or possess limited and sometimes inaccurate stereotypes of our graduates which simply do not reflect the realities of the changes and development our field has recently undergone. If we are to facilitate placing our graduates in business and government, we must establish relationships with business and government hiring agents which will give us an opportunity to communicate to them more accurately what kinds of skills and competencies they can

expect Speech Communication graduates to possess.

There is another side to this need to open up channels of communication between communication educators and the non-academic world. We must also give business and government the opportunity to let us know what kinds of skills and competencies they are looking for in the people they hire. As Landrum Bolling put it: "If wars are too important to be left entirely to the generals, education is certainly too important to be left just to the professors."[12] We are not suggesting that business and government ought to dictate academic curriculum. We are suggesting, however, that if one of our goals as educators is to prepare our students to function effectively in their future careers in business and government, we should seek to establish means by which business and government can provide some kind of direct input into the college or university experience.

Let there be no mistake about it. To invite business and government to communicate to us about their needs and their perceptions of how well the education we provide meets those needs carries with it some considerable risk. There is the risk that we may become aware of the fact that the way we have always educated students is not the only way--not even the best way. But with that risk come the concomitant opportunity to learn what we need to know to assure ourselves that we are providing our students with a valuable educational experience which is relevant to their needs in the times in which we live. To do less, to attempt to persuade business and government that our graduates are just what they need without bothering to determine what skills and competencies they do need and whether or not our graduates do in fact

have them is sophistry in its worst sense. As Roger Hite put it:

> Let's make sure we are planning a program that will not only make our majors appear "fit," but indeed put them through some intellectual activity that will really exercise the important skills needed in the "real world."[13]

Who Should Establish These Employment Relationships With Business and Government Hiring Agents

We raise the question of who should establish employment relationships with business and government because it has been our experience that the most typical response to that question is: "'they' should!" And "they" is always somebody else. Speech Communication students believe that their departments should be doing something to establish such relationships; departments believe that their school's placement or counseling center should be doing something; both students and departments are certain that our professional associations ought to be doing something. So often we have heard people assert that the "discipline" should be doing something without quite grasping the fact that we--every Speech Communication student, faculty member, and administrator--are the discipline. We--all of us--are the discipline who ought to be doing something about establishing employment relationships with business and government hiring agents.

Members of the discipline, however, can be placed meaningfully into three categories and the potential contributions of each to the process of establishing such relationships can be identified. These three groups are (1) our national, regional, and state professional associations, (2) the faculties and administrators of Speech Communi-

cation departments, and (3) both the undergraduate and graduate students of such departments.

It has been our experience that many in our discipline look to our professional associations--especially the Speech Communication Association--as the primary source of solutions to our graduates' employment problems. We think this is a mistake. We believe that the primary responsibility for establishing employment relationships with business and government hiring agents should fall to departments of Speech Communication. While the contributions that professional associations can make are considerable, they are for the most part indirect. Certainly at the undergraduate level (although to a somewhat lesser degree at the graduate level) there is very little that SCA can (or should) do to get "Sally Student," Speech Communication major, a job. There is even less that SCA can do to see that she has received the kind of education that prepares her for the kind of job or career she wants.

There is evidence to suggest, however, that many Speech Communication departments have not yet accepted the responsibility for assisting their graduates in gaining entry to non-academic careers. After analyzing the survey responses of Speech Communication departments from 556 undergraduate and 157 graduate institutions, William Arnold concluded that:

> A review of all of the results indicates a sad state of affairs in our profession with regard not only to information available / about the careers that our graduates can and do enter / but our attitudes toward our students as they leave our programs. . . . At both the graduate and under-

> graduate level, there was general agreement that the [student] has the primary responsibility for his own placement . . .[14]

Complaining that when departments do engage in activities which assist the placement of graduates they tend to limit themselves to those which require little effort or initiative (e.g., pinning employment notices on bulletin boards), Arnold suggests: "In order to maintain interest in an assertative career orientation, it might be useful for [departments] to employ more active forms of career assistance."[15]

We agree. While students should take a much more active part than most do in the difficult process of identifying and securing worthwhile non-academic career positions, we believe that Speech Communication departments should assume active responsibility for establishing employment relationships which will facilitate this process. We charge departments with this responsibility for three reasons. First, it is they--not students nor professional associations--who deliver the academic product. To the degree that interacting with business and government suggests the need to modify communication curriculum or, at least, academic advisement of communication majors, it is the departments who have the ability to fulfill that need. Second, there is no such thing as a "communication education." Many have commented on the great diversity of programs offered by the somewhat over 200 graduate and 2,000 undergraduate Speech Communication departments in this country. Hence, while there may be much overlap in program content, each department is best able to articulate with any specificity the career relevance of the communication education that it provides.

And as the content of particular programs differ, so too should the nature of the employment relationships established. Departments which emphasize rhetoric and political communication may seek out different kinds of relationships than will those specializing in interpersonal communication and human relations. Third, for most students the greatest benefit will come not from "business and government in general" understanding the career relevance of a communication education, but from business and government in their locale understanding that the education they received from their particular Speech Communication departments make them especially good prospects for employment.

How to Establish Employment Relationships with Business and Government Hiring Agents

What Professional Associations Can Do

There are four major ways in which our national, state, and local professional associations can contribute to the establishment of employment relationships with the non-academic world. First, they can serve as intra-discipline disseminators of information. The past few years have seen an impressive increase in the amount of information disseminated through our professional associations relative to improving and demonstrating the career relevance of a communication education. Note, for example, the number of workshops, convention programs, and conferences devoted to these issues,[16] the recently published SCA sponsored ERIC book entitled Communication Education for Careers,[17] various studies sponsored by the associations and reported in their publications,[18] and references to sources of information on these

matters in association newsletters.[19] As departments of Speech Communication increase their efforts to establish employment relationships outside of the academic community, one of the most useful things our professional associations can do is to communicate the results of these activities to the rest of the discipline.

The second thing that professional associations can do is to make themselves more useful to Speech Communication graduates who are pursuing non-academic careers. One of the recommendations of the recently formed "Committee on the Status of Non-Academic Professionals in SCA" was that "SCA should make a major commitment to fulfilling the needs of non-academic professionals presently in our discipline, [and] present and future communication students who are or will be preparing themselves for careers as non-academic professionals . . ."[20] By encouraging non-academic Speech Communication professionals to become active in our discipline's professional associations (which have in the past been dominated by academicians), Speech Communication educators will benefit by learning from our non-academic colleagues about the relevance of what we teach to the needs of their professions. Furthermore, through them we will more easily be able to establish employment relationships with the business or governmental organizations in which they are employed.

The third contribution that our professional associations can make is to establish relationships with professional non-academic associations which exist to serve the needs of professionals in areas in which our graduates can reasonably be expected to pursue careers. Such associations might include the American Advertising Federation,

American Management Association, American Society for Training and Development, Center for Marketing Communications, International Association of Business Communicators, International Association of Personnel Women, Public Relations Society of America, and the Society for Technical Communication to name but a few.[21] Many of these organizations have committees whose function it is to actively seek out such relationships with representatives of the academic communicy. The forms of interaction with these associations might include (1) the simple exchange of information (making our publications, brochures, propaganda, etc. available to them and theirs to us), (2) securing individual or institutional memberships in their associations and vice versa, (3) participating in or co-hosting panels at each other's conventions, or even (4) co-hosting conventions. It seems to these authors that this is a very rich and relatively untapped means of establishing the kinds of employment relationships that our discipline is seeking.

The fourth contribution that our professional associations could make is to provide non-academic placement services for Speech Communication graduates. A distinction can be made between the kinds of entry-level career positions for which any bright liberally educated graduate (including the Speech Communication major) may qualify and those for which a communication education (usually graduate) is especially relevant. We believe that the professional associations' placement services should concentrate almost exclusively on the latter type of position. The impetus for this placement activity, however, must come from the departments. As departments develop (often interdisciplinary) degrees in career identifiable areas such as health

sciences communication, organizational communication, scientific communication, and communication technology management, they should then encourage our associations' placement services to establish relationships with representatives of the career areas for which their students are being trained.

What Students Can Do

While the central drive for establishing employment relationships with business and government must come from Speech Communication departments, there are at least two very important things that students who major in those departments can do to help. The first of these is to take a much more active role than most students do in analyzing their career objectives, discovering what career opportunities exist, and planning their own educational experience to maximize the probability of gaining entry into the careers of their choice. Excellent books exist which provide specific advice and useful information to aid students in the selection, management, and development of the career in which their chances for success will be optimized.[22] In their book on Communication Education for Careers, McBath and Burhans suggest a variety of ways in which communication majors can use the services which exist on most campuses to help them identify career opportunities and improve the marketability of a communication education.[23]

The better communication students can identify the types of careers they want to prepare themselves for, the better they can participate with the faculty in assessing and improving the relevance and quality of the education they are receiving. And having more speci-

fic information about the career objectives of their students will enable faculties to more accurately identify the kinds of employment relationships they should be seeking to establish.

Establishing employment relationships with business and government hiring agents is not particularly difficult, but it is especially time-consuming. Therefore, the second way that students can help is to assist faculty members in doing much of the "nitty gritty" work that must be done if such relationships are to be established. Most faculty members find it difficult to impossible to obtain any kind of released time from all of their other faculty responsibilities to do the kinds of things that we are going to recommend that they do in the next section of this essay. Yet, depending on the background and experience of particular students, much of what needs to be done could be done by the very students who will benefit most directly from the relationships established. Hence, our advice to communication students is: If you want your faculty to establish employment relationships which will facilitate your entry into non-academic careers, role up your sleeves and offer to do a great deal of the time-consuming legwork that can be done by students so as to free the faculty to do those things which require their credibility and expertise.

<u>What Departments Can Do</u>

One of the first things that a department might do when it becomes committed to establishing employment relationships with business and government hiring agents is to form a Departmental Career Development Committee. Ideally, such a committee should include faculty members,

undergraduate and graduate students, and one or more graduates of the department who are pursuing non-academic careers. Among the initial tasks of such a committee would be:

1. Determining and describing the non-academic career relevance of its department's communication education.
2. Identifying the career areas for which such an education is relevant and identifying the direct and indirect gatekeepers to the entry level positions in those areas.
3. Devising and implimenting specific plans for establishing the types of relationships desired with the particular gatekeepers chosen.

It is important to realize that these three steps do not constitute a linear sequential process, but rather an interactive and cyclical one. That is, as the committee begins to identify gatekeepers and develop plans for interacting with them, it will undoubtedly discover new career relevancies which will in turn suggest additional career areas and so on. And as relationships are established, these will provide input for curricular and advisement modifications which will in turn open up additional career opportunities and create the need for establishing additional employment relationships.

Determining and Describing the Career Relevance of Each Department's Communication Education

The results of Arnold's survey seemed to indicate that most Speech Communication departments know very little about the non-academic career relevance of the education they provide.[24] We believe that once they address themselves seriously to the question, most departments will discover--much to their surprise, even relief--that a communicatio

education is better preparation for a much wider variety of non-academic positions than they assumed. This should come as no surprise to those who are familiar with the many studies which have demonstrated that the kinds of skills and knowledge which communication graduates presumably possess are highly valued in business, industry, and government.[25] Nor should it surprise those who are aware of the surveys which list the variety of non-academic positions now held by communication graduates or the publications which outline potential careers for tomorrow's communication graduate.[26]

While these materials should be useful to a department beginning to discover and articulate the career relevance of a communication education, the single most valuable source of information should be that department's own graduates. McBath and Burhans have detailed specific means by which departments can periodically survey their graduates to ask them such questions as:

> [1.] What types of jobs have you held since graduation?
>
> [2.] To what extent did your degree in speech communication seem to affect your ability to get each of the jobs you have held since graduation?
>
> [3.] To what extent have the knowledge and skills gained as a speech communication major seemed relevant in meeting the demands of the jobs you have held? . . .
>
> [4.] In what ways would you recommend that this school and/or this department change any aspect of the educational process you experienced?[27]

The results of such a survey would enable a department to (1) name the variety of non-academic careers in which communication graduates have found employment, (2) state with some specificity the skills and

competencies that have been most helpful in gaining entry into and meeting the demands of those careers, and (3) gain some insight into how its communication education and the whole educational experience of which it is a part can be made more relevant to the requirements of specific career areas.

Before approaching anyone about establishing employment relationships, from the totality of the information gathered above the committee should prepare some specific answers to the easily anticipated question: "What knowledge, skills, and competencies can I reasonably expect your Speech Communication graduates to possess?" A department may want to prepare a general statement which is applicable to the majority of its graduates or it may want to prepare different responses for undergraduates and graduates or for students majoring in different subareas of its curricular offerings. In any event, the department's response should include a general statement about the nature of the Speech Communication discipline and might further answer the question by (1) enumerating specific skills and competencies, (2) describing particular areas of knowledge (e.g., argumentation and persuasion; rhetoric and public address; interpersonal, group, and organizational communication) that typical graduates have studied, and (3) indicating the kinds of non-academic careers that are currently being pursued by its graduates. At the minimum, these materials should be prepared in some kind of an attractive brochure which can be sent to or left with those with whom the department is attempting to establish relationships Some departments may want to prepare faculty or students to give informal or formal oral presentations (perhaps with visual aids or media

support) on the career relevance of a communication education to those with whom they wish to establish employment relationships.

Identifying the Persons with Whom Employment Relationships Should be Established.

Having developed at least a tentative list of occupations or career areas in which its graduates might seek employment, the committee's next step is to identify specific persons with whom employment relationships should be established. These persons should include both the hiring agents themselves and those who directly or indirectly influence their hiring decisions.

The first step is to identify all of those on one's own campus who have access to hiring agents in the relevant career areas. First among these are the personnel of the campus Career Development and Placement Center, the people whose function it is to serve as a direct link between our graduates and the gatekeepers to the entry level positions they are seeking. Any department seriously interested in developing viable employment relationships with the non-academic world will spend considerable time educating and being educated by its school's career placement center. In addition to the general placement center, many schools have specialized placement centers, often associated with Schools of Business or Public Administration. Under some circumstances, these too might be useful units with which Speech Communication departments might want to interact. Other campus units which might serve as indirect links to particular hiring agents include a school's counseling center, office of university relations, office of continuing education (offering extension courses and workshops for

business and industry), campus newspaper, and alumni association.

Numerous off-campus indirect links to hiring agents exist. First among these is certainly all of a department's graduates who are currently employed in business, industry, and government. Many of the non-academic professional associations previously mentioned (see pp. 11-12) may have local chapters with which departments may want to associate. As departments develop graduate degrees leading to particular types of administrative or management positions, they may want to establish relationships with private employment agencies, especially those that specialize in executive or corporate placement. Establishing lines of communication with state and federal employment agencies as well as with city, county, state, and federal personnel departments and with the local branch of the Federal Job Information Center is also a good idea.

Identifying and locating specific hiring agents is a fairly easy task because so many readily available sources of information exist. To begin with, departments can usually obtain from their campus career development center the names and addresses of all business and government hiring agents who are scheduled to come to campus during the next year to interview applicants for the types of positions for which communication graduates might qualify. Furthermore, numerous reference works exist which contain specific information on a wide variety of businesses, industries, and government agencies, including descriptions of their entry level positions and the names and addresses of the appropriate persons to contact.[28] A visit with the campus reference librarian or the director of the campus career placement

center should produce the names of such reference works which contain this information specific to a particular city or state. A telephone call to the local office of one's United States Senator or Representative should produce the names of similar reference works which list the key information on local hiring agents for city, county, state, and federal jobs.

Establishing Employment Relationships with Business and Government Hiring Agents.

Once it has developed a way of articulating the career relevance of its communication education, identified the career areas that are most promising for its students, and specified the direct and indirect gatekeepers to those career areas, a department's ability to establish useful employment relationships is limited only by its imagination, time, and financial resources. What follows is merely illustrative of some of the many possibilities available.

The first thing a department should do is work out a specific plan for opening up channels of communication between itself and selected on-campus contacts. The most effective way to do this is by means of face to face contact. Have members of the Departmental Career Development Committee set up appointments with representatives of the career placement center, the counseling center, the alumni association, etc. for the purpose of learning from them what they know about the education-to-employment process and educating them about the nature and career relevance of a communication education. Offer to give talks to the staffs of these and other academic units; invite key people from these

units to keep you informed about their activities relevant to career development and placement; become known on campus as a department which is interested in the career relevance of the education it provides.

Learn about and unashamedly hitch hike on all of the various employment relationships already established on your campus. Many schools will already be engaged in a variety of activities which are designed to establish employment relationships between hiring agents and students from the so-called occupationally related disciplines. These include, for example, such activities as "career day" during which members of business and industry come to campus to explain the nature of their career areas or "on-the-job visitations" where interested students spend a day looking over the shoulder of a professional at work to learn more about the type of job he or she does. Once the on-campus links to business and government hiring agents come to know members of our departments and their interest in career applications, Speech Communication faculty and students should find themselves more and more included in employment relationships already established.

Of course, Speech Communication departments will also want to directly establish their own employment relationships. In their recent book, McBath and Barhans describe the "Campus Action Plan" of "a department at [a] large urban university [which] . . . made the decision to locally publicize its programs, its graduates, and the speech communication field in general."[29] Of interest here is the part of the plan designed to reach specific hiring agents:

> The department responded in several ways. First, a list was secured from the career development office of about 70 interviewers who frequently came to campus to

> fill positions for which liberal arts majors were eligible. These interviewers were sent a two-page letter which described the field of speech communication, asserted that speech communication graduates were probably among the better qualified liberal arts candidates, and invited them to visit the department to learn more about speech communication programs and graduates. Interviewers [who responded] were asked to describe their fields and employment requirements.[30]

Some departments may want to expand this school's "Campus Action Plan" to a "Community Action Plan." The same type of letter--describing the Speech Communication graduate and inviting the recipient to explain more about the requirements of his or her career area--could be sent to specific hiring agents whether or not they typically come to campus to interview job applicants. Such a letter could invite the recipient either to respond by mail or to come to campus to exchange ideas with other hiring agents and the Speech Communication faculty and students. The same type of letter might also be sent to key people in business and government employment agencies or to the officers of non-academic professional associations in fields in which our graduates are particularly likely to enter. Rather than being reluctant to do so, it has been our experience that business and government representatives welcome the opportunity to contribute to the educational process. In response to our letter requesting such interaction, a corporation executive recently wrote: ". . . I am delighted to see that communication educators are taking this step. I am particularly pleased that you recognize the input business executives can provide about skills needed by applicants for today's occupations."[31]

The willingness of business and government to provide input into

the educational process suggests a variety of possible valuable interactions with career oriented Speech Communication departments. Speech Communication faculty may want to invite business and government representatives to guest lecture at their classes. Representatives of business or government might be invited to teach short career specific communication courses relative to their areas of expertise. Speech Communication departments might want to sponsor a "business executive-in-residence" program similar to the ones recently conducted at Bryn Mawr College and Duke University in which a top corporate executive is invited to live on campus for two or three weeks in order to interact in some depth in and out of the classroom with interested students and faculty.[32] Such a program would give a department an opportunity to probe that executive's thinking about the relevance of its communication program to the demands of the environment in which he or she works.

Some departments might prefer to formalize the non-academic input to their educational process by establishing a departmental advisory council of business and government representatives. A school which recently established such a council describes the duties of its members as follows:

> (1) Student careers-counseling. We would like for you to meet with Communication majors (graduate and undergraduate), and <u>potential</u> majors, once a semester . . .
>
> (2) Divisional and area curriculum-development. . . . Realizing that we are an educational not primarily a training institution, we need and solicit your advice in developing curriculum offerings which are traditionally sound and innovatively meaningful to assure our students the best, most meaningful education possible. . . .

> (3) Assistance in other areas: Providing speakers, developing programs, assisting in the evaluation and selection of equipment, teaching of courses, guest lecturers, tours of facilities for students, interesting potential donors in our Communication program, etc., etc. . . .[33]

While getting business and government to come to the campus is one way of establishing useful relationships, getting the faculty out into the so-called "real-world" is another. The director of USC's Career Resource Center recently told one of these authors: "The key to developing employment relationships with business and government is public speaking [italics ours]." He pointed out that there is simply no substitute for personally knowing and being known by top corporate executives and government administrators. In fact, one of the quickest ways for a department to get known in the non-academic community is to establish a departmental speakers bureau (consisting of both faculty and student speakers) and let it be known that it is prepared to provide a variety of interesting talks on communication related topics for various business, professional, and service clubs. In other words, departments of Speech Communication are advised to use the "Speech" part of that title.

Several other useful campus-community interactions are suggested by Primrose who writes:

> Faculty and Student Memberships in Business Organizations. Some departments have found it extremely valuable for some of their staff and students to join professional business organizations . . . Active participation in these groups places the members in constant touch with the employers who control relevant job openings, and it keeps them alert to the kinds of job requirements to which they should adjust their courses' content. . . .

> Short Courses or Seminars. Short training programs for business people focusing on group processes, interpersonal communication, non-verbal communication, etc., are within the competence of most departments, and they permit potential employers to see first hand the relevant expertise represented by the departments. If advanced students can assist with the seminars, employers can see the potential employees themselves. The faculties also become acquainted with potential job sources. . . .
>
> Faculty Consulting. . . . An employer who sees a speech communication faculty member solve a problem for him can easily see how an employee with some of the same expertise . . . would be an asset. The academic curriculum immediately has relevance to the employer's job requirements.[34]

Others have suggested that it would be mutually beneficial to business and academia if professors would from time to time leave the campus entirely and serve brief internships working in business or government. It is argued that such faculty internships could bring the latest in academic knowledge into the non-academic world and the realities of that world back into the college classroom.[35]

One of the most promising educational phenomena in our field is the establishment of Speech Communication internship programs in which students work in communication related positions in business or government as part of their academic program. In their book in which they describe the nature of Speech Communication internship programs, suggest ways of establishing and administering such programs, and list a number of departments who are already operating them, McBath and Burhans write:

> . . . we recommend that career-oriented departments establish speech communication (and related) internships as part of their career-orientated undergraduate and graduate degree programs. The existance of such internships could increase not only the non-academic career relevance but also

> the marketability of such degrees. The establishment of speech communication internship programs could also be an important factor in attracting many new students to / our field /. Furthermore, having a number of successful speech communication internships functioning throughout the nation should materially assist in educating the non-academic world about the nature and value of a speech communication education as preparation for numerous non-academic careers.[36]

All of our previous suggestions for establishing relationships with business and government have assumed that these relationships will be basically informational in nature. We have assumed that most departments would want to leave the specifics of preparing resumes, collecting letters of reference, arranging job interviews, etc. to others. However, at least two departments have taken a more active role in the placement process itself. Primrose reports that "the Speech Communication Department at Oklahoma State University last spring . . . collected resumes from all their students who were terminating their studies and bound them into a catalog which was mailed to about 1500 potential employers."[37] Similarly, the University of Texas at Austin's School of Communication publishes its Journalism graduates' resumes in a bulletin called Texas Talent which it sends to "all the newspapers and radio and television stations in Texas."[38] Other Speech Communication departments may find it useful in the future to take on more of the direct placement activities themselves.

The possibilities for establishing employment relationships with business and government hiring agents have by no means been exhausted. Creative Speech Communication departments should be able to find many ways to refine and extend the suggestions made here. Still we hoped

that the ideas presented here will help the communication educator to be able to answer the once intimidating question: "But what can I do with a Speech Communication degree besides teach?" with a cheerful: plenty!

Footnotes

[1]See, e.g., Kathleen Galvin and John Muchmore, "Career Education: A Challenge," Central States Speech Journal, 23 (Spring 1972), 61-63; Darrell T. Piersol, "Responsibility for Career Training," Bulletin of the Association of Departments and Administrators in Speech Communication, 6 (January 1974), 22-24; and James H. McBath and David T. Burhans, Jr., Communication Education for Careers (Falls Church, Virginia: Speech Communication Association, 1975).

[2]See, e.g., McBath and Burhans, Communication Education for Careers; L. David Schuelke, "Integrating Career Competencies into the Communication Curriculum," (Paper presented at the Central States Speech Association convention, Kansas City, Mo., April 1975); Stewart L. Tubbs, "Building a Career-Oriented Communication Curriculum," (Paper presented at the Central States Speech Association convention, Kansas City, Mo., April 1975); and W. Charles Redding, "Training the Ph.D. Student in Speech Communication for Nonacademic Employment" (Paper presented at the Speech Communication Association convention, Houston, Texas, December 1975).

[3]See findings of: Carnegie Commission on Higher Education, Priorities for Action: Final Report of the Carnegie Commission on Higher Education (New York: McGraw-Hill Book Company, 1973); National Board on Graduate Education, Federal Policy Alternatives toward Graduate Education (Washington, D.C.: National Board on Graduate Education, 1974); Panel on Alternate Approaches to Graduate Education, Scholarship for Society (Princeton, N.J.: Educational Testing Service, 1973); and U.S. Department of Health, Education, and Welfare, Report on Higher Education (Washington, D.C.: U.S. Government Printing Office, 1971).

[4]William D. Eberle, "What Business Expects of Higher Education," in Higher Education, Human Resources and the National Economy (Washington, D.C.: Association of American Colleges, April 1974), pp. 1-10; Landrum R. Bolling, "What Does Higher Education Expect of Business and Industry?" in Higher Education, pp. 11-23; and Arch McClure, "Partnership Between Academic and Business Community," in Higher Education, pp. 100-106.

[5]Clark Kerr, "The University and the Corporation: Partially Shared Goals and Separate Identities," California Management Review, 16:3 (Spring 1974), 22.

[6]Ronald E. Bassett and Robert C. Jeffrey, "A Survey Investigation of Trends and Issues in Speech Communication Ph.D. Programs," Association for Communication Administration Bulletin, 14 (October, 1975), 8.

[7]Roger W. Hite, "A Career Alternative for Communication Professionals: Education and Training in the Health Care Field," (Paper presented at the Western Speech Communication Association convention, Seattle, November 1975), pp. 3-4.

[8]K. Philip Taylor and Raymond W. Buchanan, "Vocational Marketability of Communication Competencies," Southern Speech Communication Journal, 38 (Spring 1973), 290.

[9]Personal letter dated November 12, 1975 from the Manager, Advisory Service Test Division of The Psychological Corporation, New York, N.Y.

[10]Personal letter dated August 7, 1974 from the Los Angeles Area Office of the United States Civil Service Commission.

[11]Personal letter dated November 18, 1975 from the Executive Director of Women in Communications, Inc., Austin, Texas.

[12]Bolling, "What Does Higher Education Expect," p. 12.

[13]Personal letter dated December 2, 1975 from Roger W. Hite, Ph.D., Director of Education and Training, Mercy Hospital, Sacramento, California.

[14]William E. Arnold, "Career Placement in Speech Communication," (Research Report: Department of Speech and Theatre, Arizona State University, Tempe, Arizona, 1975), p. 6.

[15]Ibid., p. 8.

[16]E.g., Patrick Curtis Kennicott and L. David Schuelke, eds., Career Communication: Directions for the Seventies. Proceedings of the Speech Communication Association Summer Conference VII (New York: Speech Communication Association, 1972) / ED 068 994 /; 1974 California Speech Association convention panel entitled "What Can You Do With a Speech Communication Major"; 1974 Western Speech Communication Association panel on "Teaching Speech Communication: Visions for the Future;" 1974 Speech Communication Association workshops on "Teaching the Basic Course with Career Orientation" and "Career Development for Speech Communication Undergraduates;" and 1975 Speech Communication Association convention panel on "Educating Speech Communication Professionals for Nonacademic Employment."

[17]McBath and Burhans, Communication Education for Careers, 1975.

[18]E.g., William E. Arnold, "Career Placement in Speech Communication," Bulletin of the Association for Communication Administration, 13 (August 1975), 3-16; Bassett and Jeffrey, "A Survey Investigation of Trends and Issues;" and Richard B. Gartrell, "Impact Survey of Career Education on Communication Curriculum within the Thirteen State Region of the CSSA," (Unpublished paper, Doane College, Crete, Nebraska, 1974) / ED 081 300 /.

[19]E.g., see columns on "Communication and the World of Work," Spectra, 11: 5 (October 1975), 12; and "Career Education News," Spectra, 11: 6 (December 1975), 4-5.

[20]"Interim Report of the Committee on the Status of Non-Academic Professionals in the Speech Communication Association," (Unpublished report presented to President Herman Cohen and the Members of the Administrative Committee of the Speech Communication Association, October 1975), 1.

[21]Complete addresses on these and hundreds of similar organizations may be found in the Encyclopedia of Associations: Vol. 1, Organizations of the U.S. (Detroit, Michigan: Gale Research Co., 1975) and the Encyclopedia of Associations: Vol. 2, Geographic and Executive Index (Detroit, Michigan: Gale Research Co., 1975).

[22]E.g., Phillip W. Dunphy, Sidney F. Austin, Thomas J. McEnearny, Career Development for the College Student (Cranston, R.I.: Carroll Press, 1973); and Benedetto Greco, How to Get the Job That's Right For You (Homewood, Illinois: Dow Jones-Irwin, Inc., 1975).

[23]McBath and Burhans, Communication Education for Careers, pp. 77-103.

[24]Arnold, "Career Placement in Speech Communication," Bulletin, 3-16.

[25]E.g., Samuel S. Dubin, Everett Alderman, and H. Leroy Marlow, Survey Report of Managerial and Supervisory Educational Needs of Business and Industry in Pennsylvania (University Park, Pa.: Pennsylvania State University, Department of Continuing Education, 1967); Stephen R. Hartranft, "A Survey of Speech-Communication Training Needs and Practices within the 100 Largest Corporations in the United States" (Master's thesis, Bowling Green State University, 1965); James C. Bennett, "The Communication Needs of Business Executives," Journal of Business Communication, 8 (Spring 1970), 5-11; Guveng G. Alpander, "Planning Management Training Programs for Organizational Development," Personnel Journal, 53 (January 1974), 15-25; and McBath and Burhans, Communication Education for Careers, pp. 41-64.

[26]E.g., Gerry Philipsen, "What People Do With an Education in Communication Studies," as reported in McBath and Burhans, Communication Education for Careers, pp. 117-119; Gartrell, "Impact Survey of Career Education;" John C. Zacharis, Your Future in the New World of Communications (New York: Richard Rosen Press, 1975); McBath and Burhans, Communication Education for Careers, pp. 41-76; and L. David Schuelke, "Types of Positions Available in Business and Government for the Graduate in Communication," (Paper presented at the Speech Communication Association convention, Houston, Texas, December 1975).

[27]McBath and Burhans, Communication Education for Careers, p. 48.

[28]E.g., see College Placement Annual 1976 (Bethlehem, PA: College Placement Council, Inc., 1975) / The official occupational directory of the Regional Placement Associations, providing information on the positions customarily offered to college graduates by principle employers. Poor's Registrar of Corporations, Directories and Executives 1975 (New York: Standard and Poor's Corporation, 1975); Barbara Rosien, ed. 1974-1975 edition: Public Service Guide to Los Angeles City--County--State & Federal Offices (Los Angeles: Public Service Publications, 1975); and Thomas Register of American Manufacturers and Thomas Register Catalog File: Vol. 7, Company Names, Local Offices, Addresses, Telephones (New York: Thomas Publishing Co., 1975). Also, see Appendices A and B in Greco, How to Get the Job for a list of over 400 major companies listed according to industry and a list of almost 200 directories, handbooks, and reference volumes useful in compiling lists of companies and prospective employers, pp. 157-212.

[29]McBath and Burhans, Communication Education for Careers, pp. 105-107.

[30]Ibid., pp. 106-107.

[31]Personal letter dated November 14, 1975 from the Assistant Vice President, Consumer Affairs, Pharmaceutical Manufacturers Association, Washington, D.C.

[32]"Where Executives Are Building a Better Image for Business," Nation's Business, 63 (June 1975), 79-81; and "One Man's Experience: ILA's Businessman-in-Residence Teaching Program," Insurance, 76 (March 1975), 27-28.

[33]Personal letter dated October 9, 1975 from Dr. Fred L. Casmir, Pepperdine University, Malibu to potential members of that school's Communication Arts and Sciences Advisory Council.

[34]Robert A. Primrose, "A Planning Guide for the Placement of Speech Communication Graduates," Association for Communication Administration Bulletin, 14 (October 1975), 47.

[35]Harold W. Fox, "How to Find--and Fit--Academicians for Business Assignments," Personnel Journal, 51 (April 1972), 274-277, 273 and Ronald H. Einstoss,"--from an editor--You're Still Short of the Mark," The Quill, 63 (September 1975), 20-22, 24.

[36]McBath and Burhans, Communication Education for Careers, pp. 90-91. For additional materials on Speech Communication internships, see Andrew D. Wolvin and Kathleen M. Jamieson, "The Internship in Speech Communication: An Alternative Instructional Strategy," Today's Speech, 22 (Fall 1974), 3-10; and Richard C. Huseman, "Work Experience Programs for Speech Communication Students: A Time for Increased Emphasis,"

pp. 21-22; George A. Sanborn, "Business Internships," pp. 23-25; Elmore R. Alexander, III, "Creating and Maintaining Operative Work-Experience Programs: A Student's Perspective," pp. 26-27; Charles Porterfield, "The Work Experience Program in the Department of Speech at Appalachian State University," pp. 28-29; and Cal W. Downs, "Internships in Organizational Communication," pp. 30-32, all in Bulletin of the Association of Departments & Administrators in Speech Communication, 12 (April 1975).

[37]Primrose, "A Planning Guide," p. 47.

[38]"How to Find a Job in Communication," (Unpublished, undated report, Austin: Center for Communication Research, The University of Texas at Austin).